



# Xishan Primary School

## Primary 4 Parents Engagement

Kindly ensure your name  
for this webinar is as follows:

Your Child's Class\_Full Name  
*E.g. 4Love\_Tan Zhi Lan*

**Please scan the following QR code to  
complete your attendance for this session:**





**Growing Legacy,  
Creating Possibilities Together**  
Xishan Primary School  
2025

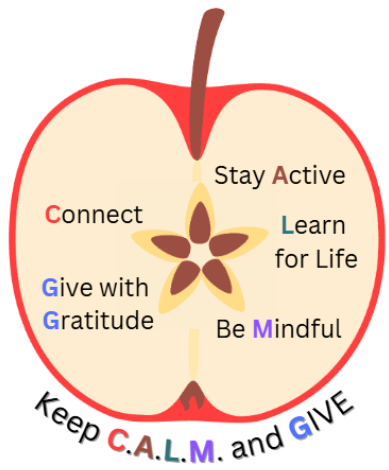
**(Start with Me)**


# Objectives

- Share latest information on the educational policy, school direction and level programmes.
- Strengthen home-school partnership.
- Foster a close partnership and establish a communication channel.

| <b>Agenda</b>   | <b>Presenters</b>               |
|---|---------------------------------|
| School Focus & Direction  | Mrs Jane Chng<br>Principal      |
| Level Programmes<br>Overview of P4 Assessments<br>Subject Based Banding | Ms Mandy<br>Year Head (P1 & P4) |
| Class Leadership<br>Form Teachers Time (FTT)<br>Well-being & Gratitude  | Respective FTs                  |

# The Growing Journey (2025)



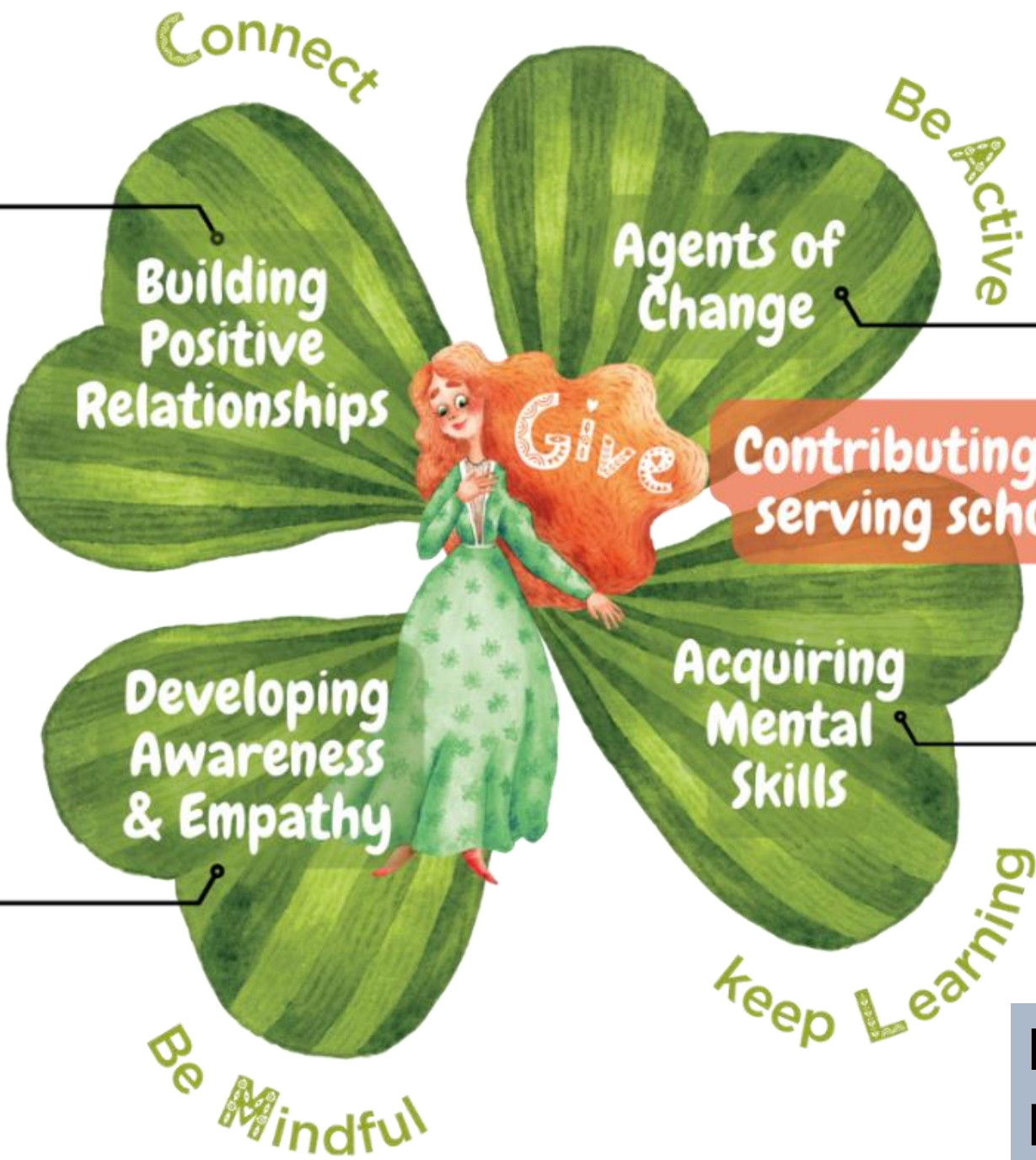
| Focus               | P1 & P2<br>Seedling  | P3 & P4<br>Budding      | P5 & P6<br>Flowering            |
|---------------------|--|-------------------------|---------------------------------|
| Alignment           | I am Positive and Confident  | I am Active and Curious | I am Grateful and Compassionate |
| Connect             |  |                         |                                 |
| Stay Active         |  |                         |                                 |
| Learning for Life   |  |                         |                                 |
| Be Mindful          |  |                         |                                 |
| Give with Gratitude |  |                         |                                 |

# In-Curriculum Signature Programmes:

| Lesson   | Period                             |
|--|------------------------------------|
| 1 Mindful reflection/<br>Gratitude Journalling | Form Teacher<br>Time               |
| 2 Learning to Learn                            | Form Teacher<br>Guidance<br>Period |
| 3 Learning for Life                            |                                    |
| 4 Applied Learning<br>Programme                | EL/MT<br>Language<br>Lessons       |



By building positive relationships and developing a sense of purpose to lead and serve others



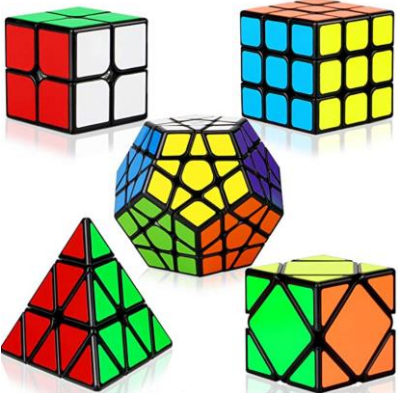
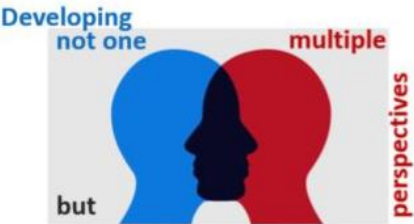
Imbued with the belief that they can make a difference

By developing awareness and demonstrating empathy when serving others

Strengthening leadership competencies through mental skills

Learning for Life Programme (LLP)

# Our Core Learning Principles



Every Xishanite, A Life-Long Learner, A Contributing Citizen



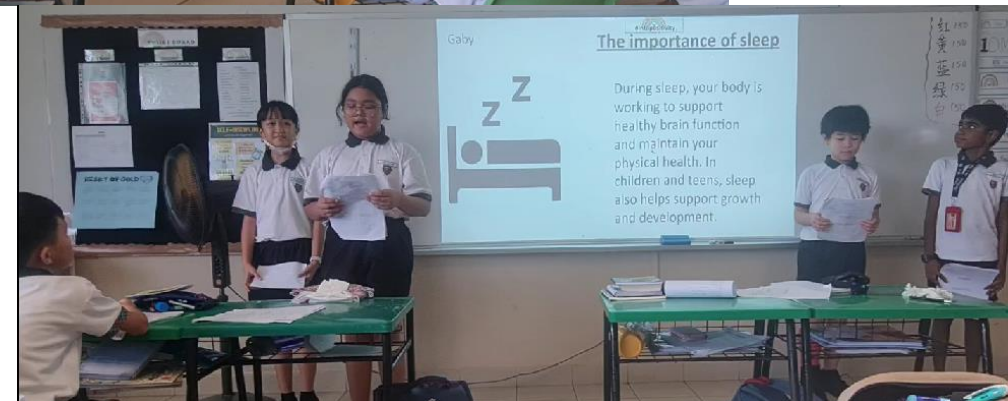
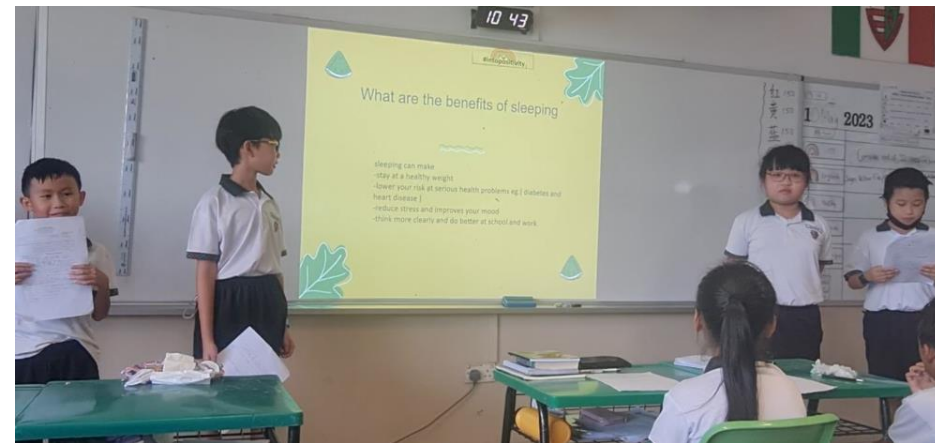
# Applied Learning Programme (Integrated Project Work)

## Journalism & Broadcasting

ALP/IPW aims to

- Provide Xishanites with opportunities to apply and appreciate communication skills in the real world context

The focus of P4 is on inculcating  
**“healthy eating and good habits”**





# Sports Education Programme (SEP)

- To be motivated to stay active
- To gain interests in sports beyond the school curriculum.
- P4's SEP is on **Bowling** in Semester 2.



# Museum-based Learning Journeys

Geylang Serai Heritage Gallery  
Kreta Ayer Heritage Gallery  
National Gallery Singapore

- To practise museum etiquette
- To understand and know Singapore's history & multicultural heritage
- To be exposed and be engaged with different art forms outside the classroom.



# Road Safety Learning Journey

- To engage in Traffic Games
- To prepare every student to be conscious of road safety.
- To inculcate good road safety habits in a simulated traffic environment



# Co-Curricular Activities (CCA)

| Sports & Games | Clubs                          | Performing Arts  | Uniform Groups |
|----------------|--------------------------------|------------------|----------------|
| Floorball      | English Drama                  | Chinese Dance    | Scouts         |
| Badminton      | Strategic Games                | Malay Dance      | Red Cross      |
| Volleyball     | ICT Club<br>(Media Production) | Indian Dance     |                |
| Hockey         | Visual Arts                    | String Ensemble  |                |
| Basketball     | Environment Club               | Guzheng Ensemble |                |



This photo was taken before Cov



# Support Programmes

| <b>Programmes</b>                                 | <b>Days</b>                                    |
|---|--|
| Higher Mother Tongue<br>Math Remedial             | Mondays<br>Tuesdays                            |
| Reading Remediation Programme (RRP)               | Mondays & Tuesdays                             |
| School-based Dyslexia Remediation Programme (SDR) | Mondays, Tuesdays and<br>Wednesdays or Fridays |
| Mendaki / Sinda Tuition                           | Wednesdays & Fridays                           |
| Mother Tongue Support Programme                   | During Curriculum                              |

# Overview of After School Programme

|                       | <b>Mon</b>                        | <b>Tue</b>  | <b>Wed</b>                          | <b>Thu</b>     | <b>Fri</b>                           |
|-----------------------|-----------------------------------|---|-------------------------------------|----------------|--------------------------------------|
| <b>Dismissal Time</b> | <b>1.30 pm</b>                    | <b>1.30 pm</b>  | <b>1.30 pm</b>                      | <b>2.30 pm</b> | <b>1.15 pm</b>                       |
| 2.00 pm               | <b>RRP/SDR</b><br><br><b>*HMT</b> | <b>RRP/SDR</b><br><br>Math Remedial<br>Swimsafer<br>(Sem 2) | <b>SDR</b><br><br>Mendaki/<br>Sinda | <b>CCA</b>     | <b>SDR</b><br><br><b>*Math SASMO</b> |
| 3.00 pm               | <b>*Science Ignite-E2K</b>        |   |                                     |                |                                      |

\*Stretched programmes

A top-down view of a silver laptop keyboard and trackpad on a dark surface, with large green monstera leaves framing the scene. A white semi-transparent rectangle is overlaid on the center, containing the title text.

# **Overview of P4 Assessment**

# Overview of P4 Assessment

| Term 1                   | Term 2               | Term 3               | Term 4                   |
|--------------------------|----------------------|----------------------|--------------------------|
| Non-Weighted Assessments | Weighted Assessments | Weighted Assessments | End of Year Examinations |
| 0%                       | 15%                  | 15%                  | 70%                      |

Decision on your child's **Subject Based Banding** will be based on

- overall scores for weighted assessments & examinations
- on-going learning effort, attitude and aptitude



# P3 & P4 Grading

| Band | Raw Mark range |
|------|----------------|
| 1    | 85 and above   |
| 2    | 70 - 84        |
| 3    | 50 - 69        |
| 4    | Below 50       |

# What is Subject Based Banding or SBB?

A refinement to the streaming process to help each child realise his/her potential based on their strengths

To provide **greater flexibility** to build your child's understanding in subjects that they need more support in

# What is Subject Based Banding?

Subject-based banding ...  
allows teachers to be much  
more targeted in the way they  
deliver lessons ...

~Mr Chan Chun Sing~

# SBB Choices Offered

| Band | Raw Mark range |
|------|----------------|
| 1    | 85 and above   |
| 2    | 70 - 84        |
| 3    | 50 - 69        |
| 4    | Below 50       |

## End of P4 results

## Possible Recommendations

Pass 4 Subjects

4 Standard Subjects  
4 Standard Subjects + Higher Mother Tongue

Pass 3 Subjects

4 Standard Subjects  
3 Standard Subjects + 1 Foundation Subject

Pass 2 or fewer subjects

4 Standard Subjects  
3 Standard Subjects + 1 Foundation Subjects  
2 Standard Subjects + 2 Foundation Subjects  
1 Standard Subject + 3 Foundation Subjects  
4 Foundation Subjects



# **Impact on PSLE**

# PSLE Standard Achievement Levels

## ALs for standard subjects

| Achievement Levels | Raw Mark range |
|--------------------|----------------|
| 1                  | 90 and above   |
| 2                  | 85-89          |
| 3                  | 80-84          |
| 4                  | 75-79          |
| 5                  | 65-74          |
| 6                  | 45-64          |
| 7                  | 20-44          |
| 8                  | Less than 20   |

## ALs for foundation subjects

- For the purpose of S1 Posting, AL A to AL C for Foundation level subjects will be **mapped to AL 6 to AL 8 of Standard level subjects respectively**, to derive a student's overall PSLE Score.

| Foundation Level Reflected on Result slips | Foundation Raw Mark Range | Equivalent Standard Subject AL |
|--|---------------------------|--------------------------------|
| A  | 75-100                    | 6                              |
| B  | 30-74                     | 7                              |
| C  | Less than 30              | 8                              |

# EXAMPLE OF PSLE SCORE FOR CHILD A

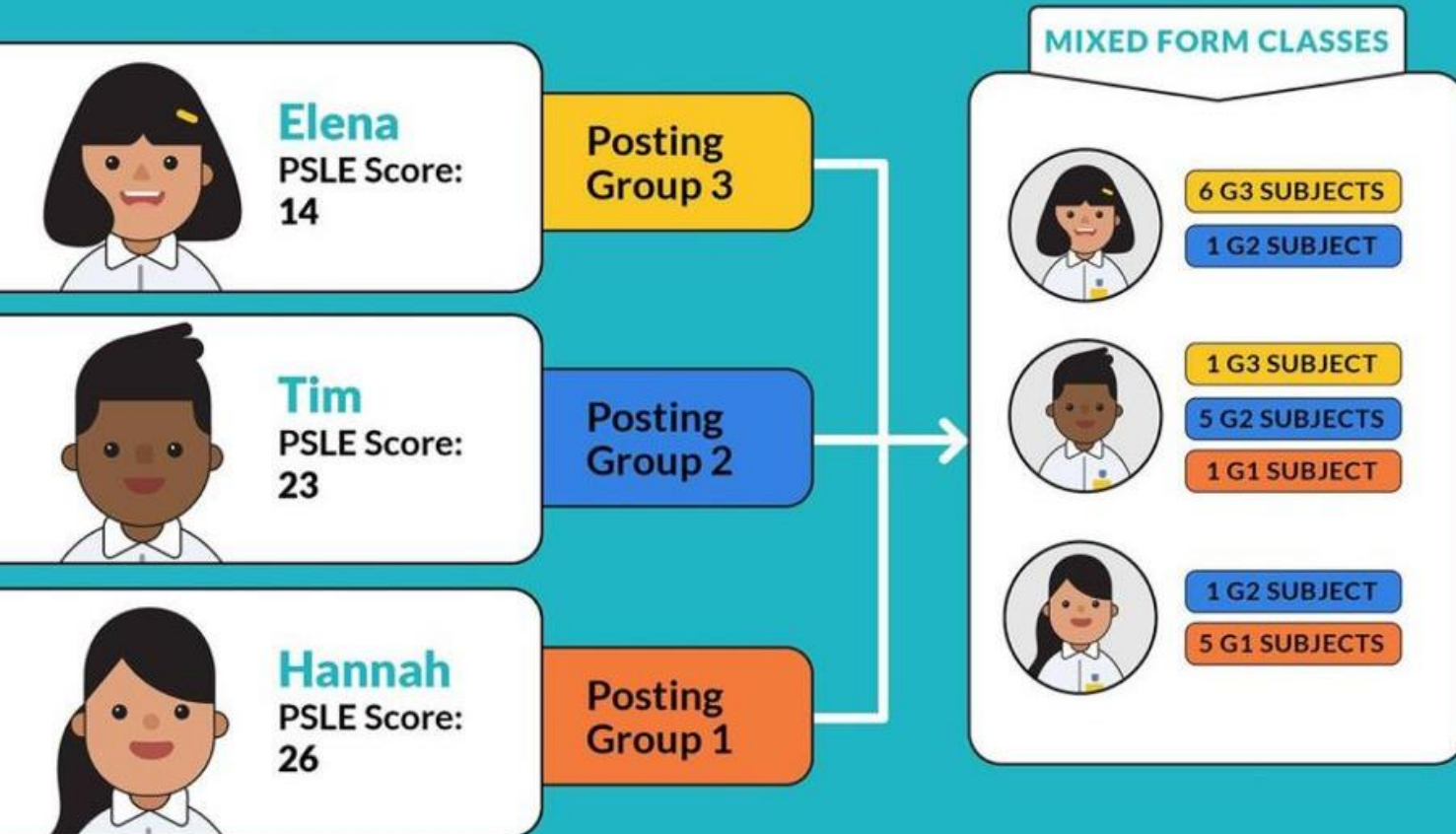
| PSLE Subjects          | AL Score | Posting Score |
|------------------------|----------|---------------|
| English Language (Std) | 5        | 5             |
| Mother Tongue (Std)    | 4        | 4             |
| Mathematics (Fdn)      | B        | 7             |
| Science (Std)          | 4        | 4             |
| Total Score            |          | 20            |



# Entering Sec 1 from 2024

Posting Groups will be used to facilitate the admission of students to secondary schools. Elena, Tim and Hannah are posted to their school of choice through Posting Groups 1, 2 and 3.

They become classmates in the **same form class**.



Full SBB will be fully implemented in secondary schools from 2024 S1 cohort



# Supporting your child in their learning



# Supporting your child in learning

- Positive home-school partnership
  - PCTC 1 – 4 April 2025
- Develop structured routines
  - Work out an after-school timetable with your child
  - Support your child in timely completion of homework by checking their handbook regularly

# Supporting your child in learning

- Create a conducive learning environment at home
  - Set aside a space that is free from distractions
  - Encourage growth mindset
- Manage screen time

Taken from The Straits Times

25 Nov 2024

SINGAPORE - Excessive screen time for young children is linked to impaired brain function and may have detrimental effects that last beyond early childhood and impair future learning, a new study has shown.

The study of 506 children showed that infants who were exposed to more screen time had more “low-frequency” brain waves – a state that is correlated with lack of cognitive alertness.

As the duration of screen time they were exposed to increased, more altered brain activity and more cognitive deficits were measured in the children, and these effects continue after the child reaches eight years old, the study said.

# Supporting your child in learning

- Develop good sleep hygiene
  - Children aged 7 – 13 years old should have 9 - 11 hrs of sleep every day
  - Children's brain consolidate their learning and memory while they are sleeping resulting in higher level of retention and better performance the next day



**Ms Mandy Lau**  
Year Head (P1 & P4)

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